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ABSTRACT

This guide is designed for school administrators, teachers, counselors, parents and others concerned with meeting the guidance needs of Oregon youth. Although geographically specific, this material may be helpful to any individuals who are examining current guidance programs in elementary schools and seeking directions for improvement. An introduction to the need for new and expanded guidance programs, especially at the elementary level, discusses minimum standards for programs, provides guiding principles, reviews guidance program development, and focuses on expectations and need identification for individual programs. The role of a guidance committee is also discussed. The elementary school guidance program is described and contributions expected from the child, parent, administrator, teacher, elementary counselor, other personnel, and community resources in the team approach to guidance are enumerated. Both program and counselor evaluations are suggested in the evaluation section of the guide. A discussion of related concerns focuses on facilities, training and materials, counseling staff selection and expectations, basic tenets for counselors, support personnel, and the counselor and the law. Guidelines for proper recording and handling of student records are followed by an appendix of sample forms. (NRB)

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SUGGESTED GUIDELINES FOR SCHOOL DISTRICTS

ELEMENTARY SCHOOL GUIDANCE AND COUNSELING

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of Public Instruction

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ELEMENTARY SCHOOL
GUIDANCE AND COUNSELING

Spring 1979

Oregon Department of Education

Salem, Oregon 97310

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FOREWORD

Elementary School Guidance and Counseling has been developed for school administrators, teachers, counselors, parents and others concerned with meeting the guidance needs of Oregon youth. We receive many requests for information about effective methods of improving programs in elementary schools and about guidance and counseling practices in general use.

This publication will be helpful to those who are examining current guidance programs in elementary schools and seeking directions for improvement.

Verne A. Duncan
State Superintendent of
Public Instruction

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INTRODUCTION

Perhaps during no other time in the history of American education has there been a greater need for new and expanded *quality* counseling and guidance programs, particularly in elementary schools.

Rapid societal change—for example, higher rates of divorce, single-parent families, women in the labor force, teenage pregnancies and other societal changes—is placing greater responsibility on school staff members to help youngsters adjust. Unless children feel loved, secure and respected, it is not likely they can academically reach their potential.

Guidance services should focus on building personal, social, educational and career awareness, all of which aims to help the student develop a positive self-image. A successful guidance program is developmental, preventative and continous, recognizing and building upon the strengths and uniqueness of each child.

Through the cooperative efforts of school, parents and community, an effective program can emerge for the guidance of our youth.

Minimum Standards

Minimum Standards for Public Schools (Chapter 581, Division 22, Oregon Administrative Rules), adopted in June 1976, required each school district to develop a written guidance and counseling program for local school board approval by September 1, 1976.

This encouraged districts to assess present programs or to develop new ones. Many districts without professional counselors found they were already offering some guidance services through their classroom teachers, administrators and other staff members. Even those districts with trained counseling/guidance personnel realized the need for all staff members (teachers, administrators, bus drivers, cooks, custodians, secretaries, and others) to be aware of their importance in the guidance process. All school personnel can, and should, play a significant role in helping children explore, develop, and express, both intellectually (cognitively) and emotionally (affectively), their own unique personalities and talents, by capitalizing on strengths and providing learning experiences.

Development of the Guidance Program

The following assumptions can be helpful in the development of a sound guidance and counseling program. To design an elementary school guidance program, the staff must assume that:

- services will be provided for all children
- the program will be based on primary prevention, building on children's strengths
- each staff member will take part in the guidance process; there will be total staff participation
- Whenever possible, services are provided to others who are significant in the child's life

Due to budgetary and other limitations, the school cannot realistically expect to meet all student needs. Guidance programs without counselors can be designed, however. In recent years significant numbers of students have received counseling and guidance services through both counseling and child development specialist programs. When a program includes a counselor or child development specialist the ratio should not exceed one specialist to 400 students.

Some Guiding Principles

Guidance activities should be an integral part of the activities in each building. Whether guidance activities are coordinated and carried out by certificated counselors, child development specialists, school social workers, classroom teachers, or other staff members, the following principles should be followed:

- Guidance is an essential and integral part of the total educational process.

- Guidance—like mathematics, social studies and other disciplines—has a curriculum which has scope and sequence. Goals must be clearly defined and activities and materials carefully selected.
- Guidance is a service for every child and should not be limited to those with obvious problems.
- Guidance helps each child recognize his or her identity as a unique individual in a complex and changing society.
- Individualization of instruction is of key importance in achieving the goals of the guidance program.
- Guidance is a team effort which requires the cooperation of all school staff members, parents and other community agencies.

Expectations

Expectations of elementary school guidance programs will vary from school to school and from district to district depending upon the assessed needs of the target population and other factors; however, it is expected that every program will support the educational development of all children by providing activities and guidance in:

- developing decision-making skills
- obtaining information about themselves
- understanding opportunities and alternatives available in educational programs
- promoting positive attitudes towards their work and the work of others (career awareness)
- accepting increasing responsibility for one's actions
- developing skills in interpersonal relations
- utilizing school and community resources
- setting attainable educational goals
- developing an awareness and appreciation of their culture and environment and those of others
- finding and exploring educational, recreational and career opportunities
- understanding role expectations

Program Needs Identification

Some basic questions the entire staff may wish to consider in developing or expanding a guidance and counseling program may include:

- What pupil needs have been identified?
- What staff needs have been identified?
- What community needs have been identified?
- What guidance services are presently available?
- What are the guidance backgrounds and skills of present school personnel?
- How may these be used and enhanced?

Later the staff will be ready to evaluate its performance by answering such questions as:

- Do we have some idea about what we want to accomplish in elementary guidance during the school year?
- Do we have a plan to provide continous evaluation of the elementary guidance program during the school year as well as evaluation at the end of the year?
- Have we kept open lines of communication among the school staff, children, parents and the community agencies involved in the development and evaluation of our guidance program?

The Guidance Committee

A building and/or district guidance committee should be formed to assist in developing and implementing the guidance plan. Meeting on a regular schedule, the committee would help evaluate the existing program, assess needs and propose modifications.

Committee membership should include:

- teachers from various grade levels and subject areas
- parents
- one or two administrators
- representatives of the counseling and guidance staff

Other members or participants might include:

- other education specialists
- community resource people
- students
- school board members

THE ELEMENTARY SCHOOL GUIDANCE PROGRAM

A comprehensive guidance program must include the children, the parents and every member of the school staff working in a team effort. This team approach emphasizes affective development as an integral part of the child's regular instruction.

How does each member of this team contribute to the guidance effort?

THE CHILD, in order to benefit from a guidance program should:

1. Be made aware of and encouraged to utilize services available.
2. Participate in "How am I growing?," "How am I changing?"awareness activities.
3. Continually explore individual interests, likes and dislikes.
4. Establish and strive to achieve personal goals.
5. Develop an awareness of career and educational opportunities and explore alternatives at various stages.

THE PARENT OR GUARDIAN may be of greater assistance to the school and the child by:

1. Helping the school to have a better understanding of the child through active participation; e.g., sharing skills, contributing time, and attending conferences and other school functions.
2. Gaining a better understanding of the child's school performance.
3. Gaining a better understanding of the school program.
4. Finding ways to encourage the child when seeking meaningful change.
5. Learning to understand, live and grow with the child as he or she passes through developmental stages.
6. Encouraging community involvement in the school program.
7. Participating and supporting the educational process, as well as helping to define it.
8. Making use of available services; e.g., parenting classes, community resources.

THE ADMINISTRATOR is responsible for providing leadership in encouraging the acceptance of the guidance services and the development of an effective program. The administrator is expected to:

1. Support the establishment of a guidance committee, including teachers, parents, administrators and other selected staff.

2. Promote a guidance-oriented philosophy within the school.

3. Determine, with the committee, what goals and services should be established.

4. Clearly define staff and administrative guidance responsibilities.

5. Provide adequate facilities and materials for the program.

6. Provide for continuous evaluation of the program.

THE TEACHER has a major role in the guidance program. While fulfilling responsibility for the intellectual, social and emotional growth of each pupil, the teacher needs to be aware of and utilize available guidance services and materials and to continually develop personal skills and knowledge to deal more effectively with each child as a unique individual. More specifically, the teacher should:

1. Understand the principles of child growth and development.

2. Provide a classroom atmosphere which recognizes individual differences, promotes positive self-concepts, exhibits mutual respect and worth and balances flexibility with control.

3. Use the available information (including cumulative records, test scores, and health records) to gain a better understanding of each child's intellectual, emotional, social and physical strengths and areas which require special attention and support.

4. Cooperate with other teachers, counselors, parents, administrators and community members, when feasible, to help insure that the special needs of particular children are being met.

5. Become acquainted with the guidance activities and services offered by the counselor and guidance committee of the school.

6. Refer pupils to, or request the assistance of, a counselor and/or other professionals, when deemed advisable.

7. Adjust teaching methods to meet individual needs and learning styles, by starting where the child is, giving encouragement to special interests and talents, and providing realistic and attainable goals.

8. Plan and conduct individual and group conferences with parents to increase mutual understanding of pupils' needs and strengths; encourage and support parents and students through notes, phone calls and other informal communications.

9. Attend inservice sessions, workshops or classes to increase knowledge and skills.

10. Become aware of personal emotions and feelings and how these affect others negatively and positively.

11. Emphasize career awareness and stress the importance of training, skills and attitudes required for various job opportunities.

12. Develop skills and expertise to provide developmental and preventative group guidance activities.

THE ELEMENTARY COUNSELOR should be certificated and professionally committed, as well as have knowledge of the total elementary school program, including curriculum, the learning process and school organization.

Education consists of two basic functions: instruction and guidance. Generally, instruction helps children and youth achieve the ability to: (1) communicate information, opinions, and feelings through a variety of media, especially verbal and quantitative language; (2) analyze problems by means of logic and similar processes; (3) organize ideas and events in meaningful and manageable ways; and (4) act appropriately in society. In this instructional process, guidance helps provide for individualization. Emphasis is placed on helping the child achieve personal goals within the societal framework.

For example, in career education children receive *instruction* about the world of work—the alternatives available, the requirements for entry, etc. *Guidance* helps them formulate their personal career goals; to apply information in a meaningful way in the process of making choices.

While teachers can and must perform many guidance functions, their primary responsibility to instruction makes it difficult to meet guidance needs adequately. Counselors trained to carry out guidance functions should provide leadership and consultation to teachers, administrators and parents, as well as give direct services to children.

Opinions differ about the best means to achieve guidance goals. However, most agree on the importance of counselors *counseling* with children and youth about their concerns, *consulting* with teachers, administrators and parents about child growth and development, and *coordinating* school and community resources for the benefit of the individual child. The proportion of counselor time spent in each of these roles varies from school to school, depending on school needs and on opinions concerning use of counselor time. Most counselors engage in the following activities:

1. Interviewing and advising individuals and small groups of children about matters of concern to them.

2. Orienting new children and parents to the school.

3. Consulting with teachers about testing, classroom management, child growth and development, etc.

4. Conducting case studies and "staffing" including teachers, administrators, psychologists, school social workers, learning specialists, parents, school nurses, etc.

5. Conducting study groups and individual assistance sessions for parents.

6. Consulting with school personnel and parents about curriculum.

7. Coordinating efforts of school personnel and community agencies for the benefit of individual children.

8. Conducting inservice programs for staff to improve communication and guidance skills.

9. Coordinating the accumulation, interpretation and appropriate use of data concerning each child.

10. Providing leadership in helping the school and community to understand the importance of the guidance function in education.

11. Aiding students in achieving a greater degree of their potential in academic, social and personal growth.

12. Aiding staff in creating effective ways to provide for students who exhibit inappropriate behavior.

13. Participating in the development of individual educational plans for children.

14. Assisting the teacher in securing materials and developing procedures for a variety of classroom group guidance experiences.

15. Making contacts with other counselors and agency workers; attending workshops, conferences and classes to become more knowledgeable about current guidance trends and materials.

16. Assisting staff in recognizing indications of child abuse.

SPECIALISTS such as school social workers, speech and hearing therapists, school psychologists, reading and other learning specialists, school health nurses and teachers of the mentally retarded, physically handicapped, educationally gifted and talented, and the emotionally disturbed are also important members of the guidance team.

Their expertise in screening problems and planning appropriate programs or plans of actions should not be overlooked. Counselors need to establish and maintain close working relationships with these personnel.

OTHER PERSONNEL such as counselor aides, teacher aides, school secretaries, custodians, bus drivers, volunteers and cafeteria employes must aid in creating a warm and accepting school environment for children. Their observations and

suggestions should be considered in the planning and operation of the school's guidance plan.

COMMUNITY RESOURCES such as Children's Services Division, the Juvenile Court and other law enforcement groups, County Mental Health, private medical and mental health personnel, welfare and other similar community helpers are important agencies and people to know and involve in the school's programs. Referrals, when necessary, usually are best expedited when direct contacts can be made with specific individuals within an agency.

The community should be made aware of the school's guidance program and how it can become involved.

Service clubs often have special funds to purchase eyeglasses, clothing or other necessities for needy youngsters. Parents, grandparents, employers and others often are willing to give time, labor, talents and knowledge to staff and students. They can provide valuable assistance in career awareness, fine arts activities, tutoring, and can assist students with special needs.

EVALUATION OF THE SCHOOL GUIDANCE PROGRAM

OAR 581-22-254 of the Oregon Minimum Standards for Public Schools (adopted June 1976) specifies that each guidance program shall meet the following minimum standards:

(1) Developing goals including but not limited to:
  (a) Developing decision-making skills,
  (b) Obtaining information about self,
  (c) Understanding opportunities and alternatives available in educational programs,
  (d) Setting tentative career and education goals,
  (e) Accepting increasing responsibility for one's actions,
  (f) Developing skills in interpersonal relations,
  (g) Utilizing school and community resources;

(2) Identifying individual guidance needs in relation to Goals in OAR 581-22-201* and goals in (1) of this Rule.

(3) Specifying instructional, guidance and counseling activities utilized in achieving guidance goals;

(4) Assigning guidance responsibilities to each school;

(5) Defining the rationale to be used for assigning teachers, counselors or other specialists;

(6) Coordinating programs in grades kindergarten through 12;

(7) Specifying methods for program evaluation.

Program Evaluation

Program evaluation consists of determining the degree to which the individual program meets the local goals. It is seen as a four-step process:

1. Specifying the long-range and more immediate goals;

2. Selecting or developing a means to measure the attainment of guidance goals;

3. Measuring the degree to which the goals have been met;

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*". . .to assure that every student in the elementary and secondary school shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER and FAMILY MEMBER. Each goal suggests the knowledge, skills and attitudes needed to function in these life roles."

4. Comparing student performance with some kind of baseline (such as pre/post testing), and comparing the target group with a control group.

A comprehensive evaluation of the program will include feedback from various groups in contact with the counselor, including: staff, parents and students.

Periodic evaluation of the guidance program, according to the district and building guidance plans, must be carried out to determine to what extent the goals are being met. Using the building plan as a working guide, new and revised projects, techniques and materials should be added throughout the year. Activities and materials which have not been used or which have proved ineffective should be reviewed, revised or discarded.

The guidance committee and others involved in implementing the plan should make their recommendations and commendations through written or group communication. A sampling of students, parents and staff should be taken for their input on the effectiveness of the guidance program. These findings should give direction to the guidance committee for program modification.

Counselor Evaluation

A counselor's performance must be evaluated separately from the program because others—teachers, administrators and parents, for example—are also responsible for achieving guidance program goals.

The Appendix A contains a sample evaluation instrument designed specifically for counselors.

RELATED CONCERNS

Facilities

The counseling area should be accessible, affording privacy and freedom from interruptions. Adequate display and storage space should be provided along with the use of a telephone. A larger space is also necessary for meeting with groups of students and parents.

Training and Materials

Counselors and guidance committee chairpersons should take the lead in keeping abreast of new training methods, classes, workshops and materials. They should continually update their own counseling/guidance skills and encourage other staff members to participate in programs to increase their effectiveness in working with others.

Counselors or other building guidance personnel should develop or promote regular inservice training, workshops or discussions on topics such as Developing and Maintaining Pupil Records, Proper Interpretation of Test Results, Effective Communication Skills in Parent-Teacher-Student Conferences, Identifying and Observing Pupils with Special Needs, etc.

Adequate funding should be included in the budget for counselors and other interested staff members to attend workshops, classes, curriculum fairs and conferences to learn about new ideas, techniques and materials. Provisions should be made for participants to share these experiences with other staff members.

Professional literature such as *The Elementary Counselor* and the *American Personnel and Guidance Association Journal* should be available for staff perusal. The counselor should alert staff members to current articles and other literature which could increase their knowledge and effectiveness.

Budgeting should include monies for guidance curriculum materials such as films and film rentals, educational games, guidance kits and other curriculum aids. Ample time should be devoted in training staff, so they know how and when to use these materials, and to gain confidence in their ability to utilize them.

Counseling Staff Selection and Expectations

The building staff member who coordinates the guidance program should be certified as a counselor, working towards certification or have a strong background in social work, psychology or pupil personnel training. Select only counseling staff

who have communication skills and can relate well to students, staff and parents.

Although no state or national guidelines are mandated, counseling and guidance professional organizations generally recommend a 250-to-1 student-counselor staffing ratio. Geographic and socioeconomic factors, numbers of handicapped youngsters, and other considerations will influence the ratio.

Some district plans state that the student-counselor ratio should be: "reasonable so that a counselor can work with students in a beneficial way," or "with the student's best interest in mind." Counselors who travel between two or more buildings generally agree this is not as effective as staying in one building. While this is a means of instituting a guidance program, the aim is to eventually have a counselor in each building.

Each counseling staff member should have a well-written job description. Knowledge, skills and abilities considered essential to the job should be included. No two counselors will have the same role. The district and building guidance plans will help determine a counselor's priorities and duties. Most, however, will be involved with individual as well as group counseling and guidance with pupils, parents and staff.

To help counselors maintain rapport with other staff members, they should be expected to handle their fair share of duties, such as playground and bus supervision. Counselors should not, however, be expected to be disciplinarians, steady playground or lunchroom supervisors, attendance clerks, substitute teachers or assistant administrators. Their expertise should be put to use in observing children on the playground, in the lunchroom and classroom, consulting with staff and parents, counseling with students and parents concerning children's behavior and attendance. Before and after school, during lunch and recesses are often the best times for students, parents and staff to contact a counselor.

Some Basic Tenents For Counselors

Counselors, as specialists in a field having a distinct body of knowledge, can affect the decisions which determine fundamental school policies.

Counseling is a career commitment requiring special skills acquired through extensive training.

Counseling requires leadership, supervision and evaluation by professionally qualified personnel.

Counseling is a full-time assignment, directly concerned with guidance services.

The counselor's work involves (1) personal development, (2) decision-making and planning, (3) career guidance, (4) crisis counseling, and (5) support for the instructional program.

Support Personnel

Adequate support staff should be provided to perform clerical and other designated duties so counselors are free to counsel, coordinate and consult. It is important that counselor aides and clerical help are aware of laws and regulations pertaining to confidentiality, transfer of records, etc. If volunteer helpers are utilized, under no circumstances should they be allowed to work with student records.

The Counselor and the Law

The past several years have brought about many significant changes in state and federal laws which affect students and school staff members, particularly counselors. Counselors must keep abreast of legislation concerning such issues as confidentiality, privileged information, education for handicapped, child abuse and nonattendance.

Copies of current laws should be on file in each building for quick reference. When in doubt about a ruling or interpretation, school staff members should contact their district administrators, district legal advisors or seek an interpretation from the Oregon Department of Education.

Counselors must be aware of the district's policies and rules concerning *Pupil Conduct and Discipline* which are required under ORS 339.240:

> Every district school board shall adopt and attempt to give the widest possible distribution of copies of reasonable written rules regarding pupil conduct, discipline and rights and procedures pertaining thereto....

As advocates for children, counselors should help insure that these policies are in agreement with school and counseling/guidance philosophies.

Counselors must be familiar with *Minimum Due Process Procedure and Hearing* as outlined in OAR 581-15-025.

Public Law 94-142—the *Education for All Handicapped Children Act,* Oregon House Bill 2444 and Oregon Senate Bill 157 have placed increased responsibility upon school staff members, including counselors, who should be involved in helping determine educational plans for handicapped children. The counselor may be used for some or all of the following tasks: helping identify handicapped children, doing preliminary screening of suspected handicapped youngsters, assessing school and community resources to meet individual needs, referring children for testing and other diagnosis, interpreting evaluation data to students and parents, helping develop an IEP (individualized educational plan) to meet the educational needs of identified children and periodically evaluating their progress.

By state law (ORS 418.740 to 418.775) school officials *must* report any or all known or suspected cases of child abuse to a local law enforcement agency, Children's

Services Division, or county juvenile court. ORS 418.762 provides immunity of persons making reports in good faith:

> Anyone participating in good faith in the making of a report pursuant to ORS 418.750 to 418.760 and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of such report. Any such participant shall have the same immunity with respect to participating in any judicial proceding resulting from such report.

Appendix B contains some suggestions for helping determine whether a child might be considered abused or neglected.

Compulsory school attendance laws ORS 339.010 to 339.990) should be followed closely to insure that students are in school regularly.

STUDENT RECORDS

The guidance counselor should assume responsibility with the administration and other designated staff members for insuring that student records are complete, accurate, free from libel or slander, properly monitored and secure.

Oregon Administrative Rule 581-22-258 *(Student Records)* states that each local board shall adopt a policy which:

(1) Conforms to statutes for access to and dissemination of information in student records;

(2) Provides for maintaining permanent student records to include:

(a) Full name of student,

(b) Student birth date,

(c) Parents'/guardians' names,

(d) Date of entry into school,

(e) Name of school previously attended,

(f) Subjects taken,

(g) Marks received and/or credits earned,

(h) Attendance,

(i) Date and reason for leaving school,

(j) Such additional information as the district may prescribe;

(3) Provides for the permanent record to be retained in a minimum one-hour, fire-safe place in the school, the local district or education service district office, or for keeping duplicate permanent records in a safe depository outside the building;

(4) Provides for transferring student progress records to another educational institution upon receipt of notice of enrollment;

(5) Provides for transferring behavioral records to another educational institution only upon request of the student's parents, guardian or the student if 18 or over.

The objectives of the above rules are to insure that: the privacy of both students and parents is protected; a process exists for challenging incorrect, inappropriate or

misleading materials in the records; there is an orderly process in both the maintenance and transfer of records; only authorized persons and agencies have access to the records; and parents and students over 18 can review the records.

The Testing Program

The guidance counselor should be familiar with the district's written policy regarding standardized testing, become familiar with the tests, and be adept at interpreting the results to staff, students and parents. If a district testing policy has not been established, the counselor should play a key role in determining which tests to use and how frequently to test.

If teachers are unfamiliar with administering or interpreting the tests, the counselor should provide inservice or personal assistance, but should not be expected to administer these group tests. While counselors should be qualified in administering individual intelligence tests and other personality tests, they should not be the ones who routinely conduct this phase of the testing program. The proper function of the counselor is interpreting tests to others.

Sample

COUNSELOR EVALUATION REPORT

Name_____ School_____ Date_____

Evaluator_____ Title_____ Student-Counselor Ratio_____

Directions: After the statement, circle the appropriate number.
Omit the item if you have no basis for judgement.

Key: 1 = Excellent 2 = Good 3 = Average 4 = Fair

I. Student-Counselor Evaluation

A.	Effectiveness in academic counseling with students	1	2	3	4
B.	Effectiveness in personal counseling with students	1	2	3	4
C.	Effectiveness in career counseling with students	1	2	3	4
D.	Effectiveness as a coordinator of orientation programs with new students	1	2	3	4
E.	Effectiveness in program planning for individual students	1	2	3	4
F.	Effectiveness as a liaison between student and teacher	1	2	3	4
G.	Comments:_____				

II. Parent-Counselor Evaluation

A.	Effectiveness as a liaison between student and parent	1	2	3	4
B.	Effectiveness as a coordinator of orientation for parents	1	2	3	4
C.	Effectiveness in counseling education for parents	1	2	3	4
D.	Effectiveness relating to the production of team effort	1	2	3	4
E.	Comments:_____				

III. Teacher-Counselor Evaluation

A.	Effectiveness in helping teachers work with students on behavioral problems	1	2	3	4
B.	Effectiveness in helping teachers with classroom consultation	1	2	3	4
C.	Effectiveness in dissemination of pertinent information to teachers concerning their students	1	2	3	4
D.	Comments:_____				

IV. Agency-Counselor Evaluation

A.	Effectiveness in coordinating referral services	1	2	3	4
B.	Effectiveness in communicating with teachers about referral services	1	2	3	4
C.	Follow-up effectiveness in relation to agency contacts	1	2	3	4
D.	Comments:_____				

V. Personal Attributes

A.	Is punctual and alert	1	2	3	4
B.	Accepts deserved criticism and praise with poise	1	2	3	4
C.	Reflects enthusiasm for counseling and a genuine interest in children	1	2	3	4
D.	Is neat and appropriately attired	1	2	3	4
E.	Comments:_____				

I have read and conferred on the above evaluation and understand that additional comments may be attached if so desired:

Counselor's Signature_____ Date_____

Evaluator's Signature_____ Date_____

DETERMINING CHILD ABUSE AND NEGLECT

Assessing An Injured Child

The diagnosis of physical abuse should be considered when an injured child:

1. Has an unexplained injury.
2. Shows evidence of dehydration and/or malnutrition without obvious cause.
3. Has been given inappropriate food, drink, and/or drugs.
4. Shows evidence of overall poor care.
5. Is unusually fearful.
6. Shows evidence of repeated injury.
7. Is seen as "bad" or "different" by the parents.
8. Is dressed inappropriately for degree or type of weather.
9. Shows evidence of sexual abuse.
10. Shows evidence of repeated skin injuries.
11. Shows evidence of repeated fractures.

The Child's Behavior

Is the child aggressive, disruptive, destructive? Such a child may be acting out of need to secure attention. S/he may be shouting for help. The behavior may reflect a hostile or emotionally destructive climate at home, or s/he may be imitating destructive parental behavior.

Is the child shy, withdrawn, passive or overly compliant? This child may be as emotionally damaged as the aggressive child. S/he has internalized the problem; the cry for help is a whisper instead of a shout. The child may be inattentive; may daydream; may be out of touch with reality.

Does the child come to school much too early, or loiter and hang around after school is dismissed? This child may be seeking to escape from home. S/he may lack normal satisfactions at home. On the other hand, s/he may be "pushed out" in the morning and have no place to go after school because there is no one to supervise or care for him/her.

The Child's Appearance

Is the child inadequately dressed for the weather? Is clothing torn, tattered or unwashed? Is the child not clean; unbathed? Do other children refuse to sit next to him/her because s/he smells? These are all signs of physical neglect, a condition not related to poverty. It reflects a breakdown in household management and in concern for the child.

Is the child undernourished? Is s/he coming to school without breakfast; without lunch?

Again, this is often a problem unrelated to poverty.

Is the child always tired? Does s/he sleep in class? Is s/he lethargic or listless? Such conditions are symptomatic of parental failure to regulate the child's routines, or of family problems which disrupt family routines.

Is the child in need of medical attention? Does s/he need glasses or dental work?

Does the child bear bruises, welts and contusions? Is s/he injured frequently? Does s/he complain of beatings or other maltreatment? Is there reason to suspect physical or sexual abuse?

The Parent

The following factors of parental behavior may indicate abusive tendencies:

- not volunteering information about the child's illness or injury.
- evading or contradicting themselves regarding the circumstances.
- showing irritation at being asked about the development of the child's symptoms.
- being critical of the child and angry with him/her for being injured.
- giving no indications of feeling guilty or remorseful about the child's condition.
- seldom touching or looking at the child.
- showing concern not about the child but about what will happen to themselves and others involved in the child's illness or injury.
- maintaining that the child has injured himself or herself.
- acting as though the child's injuries are an assault on themselves.
- failing to respond to the child or responding inappropriately.
- giving no indication of having any perception of how a child could feel physically or emotionally.
- constantly criticizing the child.
- showing no concern about the injury, treatment, or prognosis.
- not asking about follow-up care.
- exhibiting violent feelings or behavior, and in an interview revealing this was a pattern in their original family life.
- having unrealistic expectations of the child.
- refusing consent for further diagnostic studies.
- personally misusing drugs or alcohol.
- continuing to complain about problems unrelated to the injury.
- revealing inappropriate consideration of the seriousness of the situation (either overreaction or underreaction).
- having delayed unduly in bringing child in for care.
- projecting cause of injury onto a sibling or third party.
- showing detachment.

ELEMENTARY SCHOOL GUIDANCE AND COUNSELING

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